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A representative sample of 668 educational psychology students at Michigan State University were asked to describe and compare their discomfort, hesitation to seek help, and expectation of benefiting from counselor help for personal problems, which in turn became the basis for determining characteristics preferred in a counselor to help with these problems. Choices about preferred counselors were both problem and sex related. Females more than males hesitated to seek help for problems of sex, but all students were less hesitant to seek help for problems of anger than sex. Females, however, more than males expected to benefit from counselor help for sexual problems. Rank-order preferences for seven counselor characteristics were described. Counselor values and experience were ranked high in importance, and counselor age and sex ranked low by all students for both problems. Males more than females preferred same-sex counselors with whom they were personally acquainted for help with problems of sex. (Author)

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COLLEGE STUDENT COUNSELOR PREFERENCES FOR HELP WITH
PROBLEMS OF SEX AND ANGER

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ABSTRACT

COLLEGE STUDENT COUNSELOR PREFERENCES FOR HELP WITH PROBLEMS OF SEX AND ANGER

A representative sample of six hundred sixty-eight educational psychology students at Michigan State University were asked to describe and compare their discomfort, hesitation to seek help, and expectation of benefiting from counselor help for personal problems, which in turn became the basis for determining characteristics preferred in a counselor to help with these problems. Choices about preferred counselors were both problem and sex related. Females more than males hesitated to seek help for problems of sex, but all students were less hesitant to seek help for problems of anger than sex. Females, however, more than males expected to benefit from counselor help for sexual problems. Rank-order preferences for seven counselor characteristics were described. Counselor values and experience were ranked high in importance, and counselor age and sex ranked low by all students for both problems. Males more than females preferred same-sex counselor with whom they were personally acquainted for help with problems of sex.

COLLEGE STUDENT COUNSELOR PREFERENCES FOR HELP WITH PROBLEMS OF SEX AND ANGER

Barbara K. Key

There is little clarity concerning the initial point at which a client begins the process of counseling. Often the counselor talks of having to train his client to be a client. Ordinarily he knows very little, however, at initial contact about the way he is perceived by the client either as an individual or as one filling a role. It may be that his confusion about the student's perception of him hinders quick development of a working relationship with the student. The carry-over image which the student brings with him of other significant figures in his life may be incompatible with the counselor's view of himself.

Furthermore, the role of the high school and college counselor is viewed by students to be different (Blocher, 1963). Mixed evidence indicates that some high school students view the counselor as one who can help with educational-vocational problems but not personal-social problems (Grant, 1954; Warman, 1960). Other high school students view the counselor as one who helps with serious problems (Heilfron, 1960). The college student who is ambivalent about the nature of his problem might find it difficult to seek help from a counselor whose role is equally confused in his mind. Even if a student did go to a college counselor for help on a personal problem, he might not expect to benefit from the experience.

It is further known that the sex of the student is a critical source of the varied expectations and perceptions of counselor role (Beier & Ratzeburg, 1953; Lynn, 1959; Sherriffs and McKee, 1957). Previous studies suggest that in the initial stages male and female preferences for counselor sex vary (Fuller, 1964;

Koile & Bird, 1956). Additional sex-typed student preferences may exist though little is known about the personal and interpersonal factors operating in student choice of counselor.

Clinical evidence indicates that students bring preconceived models of the type of person from whom they would like to receive help (McQuary, 1964; Sonne, 1957), but the portraits of these models are yet to be fully described. It may be that such factors as similarity of values between counselor and client are viewed as important by students (Hollingshead & Redlich, 1953; Meyers & Schafer, 1954). It may also be that a counselor who resides in a residence hall and presents a familiar face may be perceived as more accessible and more helpful than a stranger who must be seen across campus in a special student services building (Miller, 1965).

The relative value which male and female students place on a variety of potentially important characteristics in their respective ideal counselor models is essentially unexplored. Counselor sex appears to be important to the student initially, but how important is it in relation to other characteristics? Perhaps the male student considers the sex of the counselor more important than the female student. The female, on the other hand, may consider similarity of values between the counselor and herself more important than either the sex of the counselor or personal acquaintance with the counselor when these factors are evaluated for priority.

Another dimension of counselor role and student expectation appears to be related to the type of problem presented (Bordin, 1955; Grater, 1964). There may be interaction effects between valued counselor characteristics and the nature of the problem which the student brings. The sex of the counselor may be important to a female student with certain problems and not be important for other problems. Likewise, for some problems, the experience of the counselor may be more important than counselor sex to the male student. The relationship between the type of

problem presented, the counselor characteristics viewed by the student as particularly important, and the sex of the student all have a high likelihood of relevance to student expectations of counselor image and role.

The purpose of this study was to examine the ideal image of the college counselor held by university students. An assessment of a) student discomfort b) hesitation in seeking help and c) expectation of receiving help from a counselor for two basic personal problems was made, which in turn became a basis for determining what type of counselor students might want for help with these personal problems.

The psychoanalytic school provided the foundation for selection of control of sexual and hostile impulses as the two basic problems of human development (Freud, 1933).. The groundwork for assumptions made about cross-sex differences in student preferences in a counselor came from the observations of the cultural anthropologist, Margaret Mead (1949). Transactional perception theory furnished the basis for expectations of idiosyncratic choices made by the students (Cantril, 1959; Ittleson & Cantrill, 1954; Robins, 1956). Suggestions for the selected counselor characteristics came from the literature (Fuller, 1964) and responses to an open-ended questionnaire administered to a pilot group of educational psychology students at Michigan State University. The counselor characteristics included in this study were counselor sex, age, education, experience, values, method, and acquaintance.

The Method

The instrument developed for the study was a seven section, seventy-one item questionnaire. Section I was designed to obtain factual information about the student. Sections II and V were designed, using a four-response scale, to a) orient the respondents to possible coping behaviors for sexual and hostile impulses, b) assess their discomfort about these behaviors, and c) ascertain their hesitation to seek help and expectation of benefiting from counselor help.

Sections III and VI were structured to determine the rank-order preferences of the students for the group of seven characteristics they would choose in a counselor to help with the two problems. Sections IV and VII were structured to determine the specific qualifications for each of the characteristics.

The instrument had sufficiently high test-retest reliability on the basis of the chi square test of significance for the statistic C and observation of the weighted means of the rank orders to be judged adequate for use ($p < .01$).

The random sample of education students used in this study was six hundred sixty-eight students of educational psychology enrolled Fall Term, 1965, at Michigan State University. The data was collected by administering the instrument in a group setting to these students by their recitation instructors.

Eight null and six directionalized hypotheses were tested. For the statistical treatment of items in Sections II, IV, V, and VII, an item analysis and a chi square analysis was made. Kendall's W (Hays, 1962; Kendall, 1948; and Siegel, 1956) was computed to test differences in the cross-sex and within-sex rank-order preferences for the examined counselor characteristics included in Sections III and VI. Rejection of the hypotheses was set at the .05 level.

The Results

Of the six theory-based research hypotheses tested, four were accepted at the .05 level for the problem of relationship with the opposite sex and three for the problem of anger. Of the eight non-theory based null hypotheses about specific qualifications for the seven characteristics, two were rejected at the .05 level for the problem of sex and one for the problem of anger. A summary of the findings is presented in Table 1.

TABLE 1

SUMMARY OF HYPOTHESES OF DIFFERENCES BETWEEN MALES AND FEMALES IN ATTITUDES TOWARD COUNSELOR IMAGE
WHEN SEEKING HELP FOR PROBLEMS OF RELATIONSHIP WITH THE OPPOSITE SEX AND ANGER

LEGEND:	A = Accept		R = Reject			
	NULL HYPOTHESES		ANGER			
	CHI SQUARE	P	DECISION	CHI SQUARE	P	DECISION
	H_0	H_a	H_0	H_a	H_0	H_a
No differences in:						
1. Feelings of <u>discomfort</u> about coping with sexual impulses.	.14	A	R	6.10	*	A
2. Nervousness to seek help for discomfort.	20.08	***	R	10.65	*	A
3. Expectation to <u>benefit</u> from help.	15.14	***	R	4.77	A	R
Differences in:						
4. Cross-sex rank-order preferences for <u>counselor</u> characteristics.	349.74	**	R	A	361.86	**
5. Within-sex rank order preferences for <u>counselor</u> characteristics.	M= 160.32	**	R	A	M= 270.54	**
	F= 592.80	**	R	A	F= 592.30	**
No differences in:						
6. Preferences for counselor <u>sex</u> .	19.57	***	R	A	11.72	**
7. Preferences for counselor <u>age</u> .	.91	A	A	1.47	A	A
8. Preferences for counselor <u>education</u> .	4.27	A	A	5.98	A	A
9. Preferences for type of <u>professional</u> education.	.93	A	A	.52	A	A
10. Preferences for type of <u>non-professional</u> education.	10.23	**	R	12.45	**	R
11. Preferences for counselor <u>years of experience</u> .	.93	A	A	.29	A	A
12. Preferences for counselor <u>values</u> .	2.63	A	A	3.97	A	A
13. Preferences for counselor <u>method</u> .	4.24	A	A	.02	A	A
14. Preferences for <u>acquaintance</u> with counselor.	7.33	*	R	3.12	A	A

* = $p < .05$ ** = $p < .01$ *** = $p < .001$

Type of problem as well as student sex appeared to be relevant to student views of counselor role in relation to motivation to seek help. Contrary to expectations, females (71%) were found to be considerably more hesitant to seek help for problems of sex ($p < .001$) than males (53%). For the problem of anger, significant differences between male and female hesitation occurred particularly in the extreme negative response category for males ($M = 25\%$; $F = 16\%$). However, both males and females were far less hesitant to seek help for problems of anger ($M = 61\%$; $F = 62\%$) than problems of sex ($M = 42\%$; $F = 29\%$). Although students of both sexes expected to benefit from counselor help for problems of anger ($M = 78\%$; $F = 73\%$), significant differences ($p < .05$) between males (60%) and females (75%) occurred only for the problem of sex.

It was found that the general orders in the ranks assigned to the characteristics preferred in a counselor by students of both sexes for both problems were not significantly different. With sufficient certainty ($p < .01$), it was possible to report the order in the ranks assigned to the counselor characteristics for both problems (see Table 2). It was observed that counselor values and experience were seen as more important than counselor age and sex for both males and females for both problems.

When qualifications were ascertained for each of the characteristics, male and female preferences were similar. Qualifications which received majority responses are described in Table 3. Significant differences appeared for only three of the characteristics. 1) Male education students preferred same-sex counselor more often than female students for help with problems of sex ($p < .001$). 2) Although a "confidante" was the preferred non-professional helper for both problems for about fifty percent of the students, a "minister" was preferred by females and a "teacher" by the males as the second choice for both problems ($p < .01$). 3) Males more than females preferred to be acquainted with the counselor for help with problems of sex ($p < .05$).

Table 2

RANK ORDER PREFERENCES FOR THE COUNSELOR CHARACTERISTICS MADE BY MALE AND FEMALE STUDENTS FOR HELP WITH PROBLEMS OF SEX AND ANGER

PROBLEM: Sex							PROBLEM: Anger						
Student Sex	Rank	Characteristic	Sum of Ranks	Within-Sex			Student Sex	Rank	Characteristic	Sum of Ranks	Within-Sex		
				W	χ^2	P					W	χ^2	P
Female	1	Values	1260	.20	592.80	**	Female	1	Values	1288	.20	592.80	**
	2	Experience	1496					2	Experience	1389			
	3	Method	1727					3	Method	1533			
	4	Education	2068					4	Education	1906			
	5	Acquaintance	2165					5	Acquaintance	2219			
	6	Sex	2499					6	Age	2602			
	7	Age	2534					7	Sex	2722			
Male	1	Experience	493	.16	160.32	**	Male	1	Experience	465	.27	270.54	**
	2	Values	503					2	Values	503			
	3	Method	644					3	Method	572			
	4	Acquaintance	666					4	Education	673			
	5	Education	745					5	Acquaintance	717			
	6	Sex	756					6	Age	882			
	7	Age	872					7	Sex	888			
							Cross-Sex						
							Cross-Sex			Cross-Sex			
							W χ^2 P			W χ^2 P			
							.29 349.74 **			.31 361.86 **			

** = $p < .01$.

TABLE 3

PREFERRED COUNSELOR CHARACTERISTIC QUALIFICATIONS FOR HELP WITH PROBLEMS OF SEX AND ANGER REPORTED BY STUDENTS BY PERCENTAGES OF RESPONSES TO RELATED QUESTIONNAIRE ITEMS

Counselor Characteristics	Preferred Qualification:	PROBLEM OF SEX			PROBLEM OF ANGER				
		Males (N = 168) %	Females (N = 500) %	χ^2	P	Males (N = 168) %	Females (N = 500) %	χ^2	P
Sex	Male	59	41	19.57**	* 4.9	34	11.72***		
Age	30 or over	51	54	.91	* 48	50	1.47		
Education	Professional	80	80	4.27	* 76	78	5.98		
Professional Education	Ph.D. in Cnslgn; Psy.	60	62	.98	* 57	60	.52		
Non-Professional Education	Confidante	49	57	10.28**	* 4.3	50	12.45***		
Experience	5 or more years	60	56	.93	* 60	59	.29		
Values	Same as student	71	77	2.63	* 64	68	3.97		
Method	Reflecting	58	62	4.24	* 52	52	.02		
Personal Acquaintance	Acquaintance	55	47	7.33*	* 54	46	3.12		

* = $P < .05$

** = $P < .01$

*** = $P < .001$

Discussion

The findings of this study suggest that student motivation to seek counselor help for personal concerns is more problem-related than sex-related. For both sexes, there is less hesitation to seek help, and higher expectation of benefiting from counselor help for problems of anger than sex. Since current cultural mores have changed, man's definition of himself as a sexual being has broadened. On the other hand, extended freedom of expression of hostile impulses has not been culturally approved. It may be that problems of anger are more urgent for students of education than problems of sex. On the other hand, it may be that counselors are viewed as more able to help with problems of anger. More research is needed to clarify the reasons behind the findings of this study.

No hypotheses were made about the specific rank-order students would assign to the counselor characteristics, but it was expected that males and females would differ. Preferences for the counselor characteristics, however, appeared to be neither sex-typed nor problem-typed. It was anticipated that the student perceptions based on an active transaction between themselves and their environment would affect their behavioral choices, but the cross-sex similarities were greater than expected. In spite of the flux in consensually validated values in contemporary culture, the population under study appeared to basically value the same characteristics in a counselor regardless of their sex or the type of problem for which they would seek help.

Of the seven characteristics under study, the values of the counselor preferred for help with both problems was considered most important to the female students and experience for the male students. The findings of Hollingshead and Redlich (1953) and Meyers and Schafer (1954) that counselor values are significant in the counseling process were extended to suggest that counselor values are also a highly important factor prior to selection of a counselor. Counselor experience was also considered highly important by the students, but it was not ascertained whether length, type or quality of experience was considered important. More precise definition of the concept of "experience" is needed before this characteristic can be meaningfully interpreted.

Counselor method, education, and acquaintance were ranked in that order in the middle ranks from highest to lowest by the students. Among the several characteristics studied, counselor age and sex were considered of least importance to the students. However, counselor age was considered more important as a helpful characteristic to students of both sexes for the problem of anger than sex. Contrary to previous assumptions that counselor sex is an important variable in selection of a counselor, it is noteworthy that the students in this study ranked counselor sex of least importance for help with problems of anger and sex alike. It was found, however, that only the males consistently preferred "male" counselors for both problems (Sex: M = 59%; F = 41% ; Anger: M = 49%; F = 34%). When females stated preferences, they preferred "male" counselors (Anger: 13%; Sex = 23%). However, especially for the problem of anger, more females (53%) had "no preference" for counselor sex than preference. Thirty-six per cent of the females had "no preference" for counselor sex for sexual problems. Previous research findings (Fuller, 1964 and Koile & Bird, 1956) support the conclusion that both males and females prefer a "male" counselor, but in this study only the males clearly preferred "male" counselors.

Certain professional implications are suggested from this study. Even though it is recognized that some students view non-professional persons as helpful, this study shows that students value the professional more than the non-professional for help with personal problems. Support is given to those who feel that advanced graduate education should be stressed within the profession.

Acquaintance with the counselor appears to be valued particularly by male students seeking help for problems of sex. It may be that counselors placed in locations where they might get to know the student on a personal basis prior to counseling contact would be facilitating.

The priority importance of counselor experience and values to the client not only during but prior to the counseling process should be considered by those hiring and assigning counselors. Furthermore, the knowledge that counselor age and sex is viewed by the student as having relatively little importance should be used in this decision-making process.

Type of problem has been shown to be related to the person from whom potential clients expect to receive help. Females more than males expect to benefit from counseling more for the problem of anger than sex. Awareness of this information could be useful in counselor choice of elicitation techniques. Regardless of label attached to method, it has been demonstrated that education students value being understood and listened to more than being asked questions and having their behavior interpreted by the counselor, especially for problems related to sex.

Further research extending the findings of this study, however, is needed. It is suggested that other student populations be studied for comparison. Additional counselor characteristics, such as cultural and socio-economic background, could also be included in further study. It would be helpful to discover whether the findings of this study are more related to student values, prior interpersonal experience, or anxiety. Clarification of the function of the various idiosyncratic and normative

factors influencing attitudes about types of problems would be meaningful. Assessment of the value systems which students hold and desire counselors to hold with them is proposed. Refinement of the definitions of the characteristics under study could be helpful.

However, this study has enlarged the body of knowledge about counselor image and role and has shown that type of problem appears to be related to choice of person from whom potential male clients expect to benefit from help. The relative value of certain characteristics which education students perceive as important in selection of a counselor to help with personal problems has been demonstrated.

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APPENDIX C

APPENDIX C

TABLE 1

SECTION II AND V RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR
 QUESTIONNAIRE ITEMS RELATED TO HYPOTHESES 1, 2 AND 3 FOR THE PROBLEM OF
 RELATIONSHIP WITH THE OPPOSITE SEX

ITEM	CONTENT	RESPONSE		FEMALES		MALES		χ^2	P
		O-F	E-F	%	O-F	E-F	%		
23. <u>Discomfort</u> about coping behaviors (Hypothesis 1)	A & U	77	77	15	25	25	15		
	R	272	274	55	93	91	56		
	N	<u>148</u>	<u>146</u>	<u>30</u>	<u>47</u>	<u>49</u>	<u>29</u>		
	T	497	497	100	165	165	100		
24. <u>Hesitation</u> to seek help (Hypothesis 2)	A	80	88	16	37	29	23		
	U	273	247	55	59	83	35		
	R	103	112	21	46	38	27		
	N	<u>42</u>	<u>51</u>	<u>8</u>	<u>25</u>	<u>17</u>	<u>15</u>		
	T	498	498	100	167	167	100		
25. Expectation of benefit from seeking help (Hypothesis 3)	D	76	71	15	19	24	11		
	P	299	286	60	83	96	49		
	S	113	126	23	55	42	33		
	N	<u>12</u>	<u>17</u>	<u>2</u>	<u>11</u>	<u>6</u>	<u>7</u>		
	T	500	500	100	168	168	100		

** = P .01.
 *** = P .001.

TABLE 2:

SECTION II AND V RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTION-NAIRE ITEMS RELATED TO HYPOTHESIS 1, 2 AND 3 FOR THE PROBLEM OF ANGER

LEGEND:		A = Always	U = Usually	R = Rarely	N = Never	
		D = Definitely	P = Probably	S = Slightly	T = Total	
ITEM	CONTENT	RESPONSE	FEMALES	MALES	X ²	P
		O-F	E-F	O-F	E-F	
50. <u>Discomfort</u> about coping behaviors (Hypothesis 1)		A	26	23	5	3
		U	169	167	34	32
		R	213	208	43	70
		N	90	100	18	34
		T	498	498	100	168
51. <u>Hesitation</u> to seek help (Hypothesis 2)		A	30	33	6	14
		U	162	160	32	52
		R	229	216	46	59
		N	78	90	16	42
		T	499	499	100	167
52. Expectation of benefit from seeking help (Hypothesis 3)		D	90	97	18	39
		P	322	310	65	93
		S & N	85	90	17	36
		T	497	497	100	168

175

* = P. .05.

TABLE 3

SECTION IV RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO PREFERENCES FOR COUNSELOR CHARACTERISTICS FOR THE PROBLEM OF RELATIONSHIP WITH THE OPPOSITE SEX

ITEM	CONTENT	RESPONSE	FEMALES			MALES			χ^2	P
			0-f	E-f	%	0-f	E-f	%		
34. Counselor <u>Sex</u>	Male	205	227	41	99	77	59	59	176	***
	Female	115	100	23	18	33	11	11		
	No Preference	180	173	36	51	58	30	30		
	Total	500	500	100	168	163	100	100		
35. Counselor <u>Age</u>	20-29 Years	112	116	23	43	39	26	26	176	.39
	30-39 Years	207	204	41	66	69	39	39		
	40 Years or over	67	65	13	20	22	12	12		
	No Preference	112	113	23	38	37	23	23		
	Total	498	498	100	167	167	100	100		
36. Counselor <u>Education</u>	Professional	398	399	80	135	134	80	80	176	.4.27
	Non-Professional	10	13	2	8	5	5	5		
	No Preference	90	86	18	25	29	15	15		
	Total	498	498	100	168	168	100	100		
37. <u>Professional</u> Education	M.A. (Cns1g.)	108	112	22	41	37	25	25	176	.98
	Ph.D. (Cns1g. Psy.)	309	306	62	99	102	60	60		
	Ph.D. (Clin. Psy.)	48	49	10	17	16	10	10		
	M.D.	30	28	6	8	10	5	5		
	Total	495	495	100	165	165	100	100		

*** = p .001

TABLE 3 (Continued)

ITEM	CONTENT	RESPONSE	FEMALEs			MALES			χ^2	P
			0-F	E-F	%	0-F	E-F	%		
38. <u>Non-Professional Counselor</u>	Confidante	283	273	57		80	90	49		
	Teacher	93	108	19		50	35	21		
	Minister	120	115	24		33	38	20	10.28	**
	Total	496	496	100		163	163	100		
39. Counselor <u>Experience</u>	5 or less years	105	103	21		33	35	20		
	Over 5 years	278	283	56		101	96	60		
	No Preference	114	111	23		34	37	20		.93
	Total	497	497	100		168	168	100		
40. Counselor <u>Values</u>	Same	382	376	77		120	126	71		
	Different	31	35	6		16	12	10		
	No Preference	86	88	17		32	30	19		2.63
	Total	499	499	100		168	168	100		
41. Counselor <u>Method</u>	Interpreting	163	163	33		53	54	32		
	Reflecting	309	304	62		96	101	58		
	No Preference	26	32	5		16	10	10		4.24
	Total	498	498	100		165	165	100		
42. Acquaintance <u>with Counselor</u>	Prefer	233	243	47		92	82	55		
	Do not Prefer	151	137	30		33	47	20		
	No Preference	112	116	3		43	39	25		7.33 *
	Total	496	496	100		168	168	100		

* = P .05
** = P .01

TABLE 4

SECTION VII RESPONSE FREQUENCIES, PERCENTAGES AND CHI SQUARE VALUES FOR QUESTIONNAIRE ITEMS RELATED TO STUDENT PREFERENCES FOR COUNSELOR CHARACTERISTICS FOR THE PROBLEM OF ANGER

ITEM	CONTENT	RESPONSE	FEMALES			MALES			χ^2	P
			O-F	E-F	%	O-F	E-F	%		
61. Counselor <u>Sex</u>	Male		172	190	34	81	64	49	178	**
	Female		64	57	13	12	19	7		
	No Preference		263	253	53	74	85	44		
	Total		499	499	100	167	167	100		
62. Counselor <u>Age</u>	20-29 Years		92	97	18	38	33	23		.1.47
	30-39 Years		167	166	34	55	56	33		
	40 Years or over		80	79	16	26	27	15		
	No Preference		159	156	32	49	52	29		
	Total		498	498	100	168	168	100		
63. Counselor <u>Education</u>	Professional		388	385	78	125	128	76		.98
	Non-Professional		23	29	5	16	10	10		
	No Preference		85	82	17	24	27	14		
	Total		496	496	100	16	165	100		
64. <u>Professional Education</u>	M.A. (Cns1g.)		95	95	19	32	32	19		.52
	Ph.D. (Cns1g. Psy)		298	295	60	95	98	57		
	Ph.D. (Clin. Psy.)		82	85	17	31	28	19		
	M.D.		20	20	4	7	7	4		
	Total		495	495	100	165	165	100		

** = P .01.

TABLE 4 (Continued)

ITEM	CONTENT	RESPONSE	FEMALES			MALES			χ^2	P
			0-F	E-F	%	O-F	E-F	%		
65. <u>Non-Professional Counselor</u>	Confidante	247	239	50	70	78	42	43	179	**
	Teacher	112	129	23	59	42	36	36		
	Minister	136	127	27	33	42	21	12.45		
	Total	495	495	100	162	162	100	100		
66: <u>Counselor Experience</u>	5 or less years	95	95	19	32	32	19	19	179	.29
	Over 5 years	295	297	59	102	100	60	60		
	No Preference	108	106	22	33	35	21	21		
	Total	498	498	100	167	167	100	100		
67. <u>Counselor Values</u>	Same	341	355	68	104	110	64	64	179	3.97
	Different	34	40	7	19	13	12	12		
	No Preference	123	123	25	40	40	24	24		
	Total	498	498	100	168	168	100	100		
68. <u>Counselor Method</u>	Interpreting	202	203	41	69	68	41	41	179	.02
	Reflecting	261	260	52	87	88	52	52		
	No Preference	36	36	7	12	12	7	7		
	Total	499	499	100	168	168	100	100		
69. <u>Acquaintance with Counselor</u>	Prefer	231	240	46	87	78	54	54	179	3.12
	Do not Prefer	113	106	23	28	35	17	17		
	No Preference	152	150	31	47	49	29	29		
	Total	496	496	100	162	162	100	100		

** = P .01.